**Elementary Literacy Context for Learning Information**

**Part 1 - About the School Where You Are Teaching**

1. **In what type of school do you teach?**   
   I currently teach at Farragut Intermediate School in a 5th grade class with Mrs. Thorley. Farragut Intermediate is in a suburban area with a school population of 1076 students. There is a 19:1 student to teacher ratio (53% boys and 47% girls). The school is predominately white with 85% of the students being white. To make up the rest of the students 7% are Asian/Pacific Islanders, 4% are Hispanic, 3% are Black, and 2% are two or more races.

**2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.**   
The classroom that I am currently working in has a team teacher as well. For Social Studies and Science they switch classes every other day to teach each subject. Mrs. Thorley, my mentor, teaches Social Studies and Mrs. Holly teaches the Science. In order to see both subjects, I alternate with the classrooms as well so that I can see all the lessons. During Math there are students from 3 different classes that come together because Mrs. Thorley teaches honors math. These students also have a gifted teacher come in every Tuesday to work with them on some of their math lessons. There is one student who has to have her tests read aloud to her as well as having to work with her one-on-one for all assignments to be sure she is on task and understanding the information/instructions.

**3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.**   
Farragut Intermediate does use a pacing plan per grade so that all teachers can be on the same page. They have meetings together to reflect on the students’ progress which is why they need to all be teaching the same material. For Math and Language Arts, Common Core has now been introduced so incorporating it into the year is a learning experience for everyone currently. The students have a reading series as well which helps the teachers stay on course. Currently TCAP is going on for all grades so it is a primary focus. Students are having to spend a lot of time doing TCAP review to prepare them for the tests that are coming at the end of the month.

**Part 2 - About the Class Featured in This Assessment**

**1. How much time is devoted each day to literacy instruction in your classroom?**  
Class begins with the teacher allowing 30 minutes to re-teach any material that the students may need some extra work with. After core, the students transition to their math class where they spend an hour and a half working. Once students have made it back to their original class, they begin their literacy. Before lunch, the class will do reading together as a class with their vocabulary story for about 25 minutes. Once students come back from lunch, they spend 20 minutes doing small group reading. Students are able to read on their free time as well whenever they finish their work early or have free time. On Friday the students do a writing workshop instead of reading. The day concludes with either science or social studies, which they alternate between the subjects each day.

**2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.**  
I have not seen anything that specific when it comes to reading while in my practicum. I have only seen the students do reading as a class for their vocabulary story. I have noticed that there is a treasure reading series for small group readings. Looking over the books, there is access to a lower-level reader if needed.

**3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.**   
The vocabulary stories come from their Treasures reading book series. It is titled Tennessee Treasures, which is published by Macmillan/McGraw-Hill in 2008. The students don’t use anything else for their literacy instruction.

**4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.**  
Within the classroom, there is access to an active board that the teacher uses a lot throughout the day for instruction. It isn’t used for literacy though. Literacy instruction is solely out of the Treasure’s series textbook. There is also a classroom library and reading area for students to use during their free time.

**Part 3 - About the Students in the Class Featured in This Assessment**

**1.** Grade level(s): Fifth Grade

**2.** Number of: students in the class 24

Males 12 females 12

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| **3.** Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   * English language learners * Gifted students needing greater support or challenge * Students with Individualized Education Programs (IEPs) or 504 plans * Struggling readers * Underperforming students or those with gaps in academic knowledge |

(See examples in the edTPA Handbook on p. 35)

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| **Learning Needs Category** | **Number of Students** | **Supports, Accommodations, Modifications, and/or Pertinent IEP Goals** |
| English language learners | One | The only support that is needed for this student is that the student goes to speech class. The student is able to communicate both orally and through writing well. |
| Gifted students needing greater support or challenge | 28 students in Math class | The gifted teacher on campus comes to the classroom once a week to teach a lesson to the class. The students do the advance work and extensions throughout the math books on top of the basic instruction. |
| Students with IEPs or 504 plans | 1 | The student needs help when it comes to doing independent work. The teacher sits with the students when working on seat work. The teacher also reads all of the students tests out loud to the student as well. |
| Struggling Readers | 0 | N/A |
| Underperforming Students or Gaps in Academic Knowledge | 0 | N/A |